Interval Lesson Plan Choral Music Melody Moore

Objective – Students will be able to identify the major and perfect intervals by sight and by sound

Relate measuring with a ruler or meter stick to measuring with the musical staff. We tell how far apart pitches are by looking at their placement on the staff. As singers we must identify them by sight and by sound.

Each day before rehearsing repertoire, discuss a different interval (unison, M2, M3, P4, P5, M6, M7, P8).

Show what the interval looks like on the staff in relationship to Do in C Major.

Go over counting from where Do begins to the next space by number

Explain solfege syllables that will help students remember the interval (by sight and with hand signs)

Go over tunes from folk and pop culture that will help students remember the interval

Informally Assess by playing at least two of the intervals on the piano (more as they become more advanced) and have students show by raised fingers the one that I am playing. (Ex. One finger up for a unison and two fingers up for a M2)

Informally Assess by Singing a solfege sightreading exercise from the board that uses the intervals we have just learned.

The skills used here include:

Level One – Recognize, Identify, Label, Measure

Level Two – Compare, Interpret, Identify Patterns, Predict, Distinguish

Level Three – Draw Conclusions during informal assessment – hear intervals and sight sing from board

Level Four – Future Lesson – compose a melody using the intervals they have learned and then sight sing the melody individually. Also, use musictheory.net for student assessment.